

Proposed Design of A Student's Evaluation of an Educational Program

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Abstrak

Kertas ini membincangkan penggunaan pelajar sebagai panel penilai mutu kerja dan pengalaman pembelajaran oleh institusi-institusi pengajian tinggi. Walaupun terdapat banyak instrumen penilaian oleh pelajar yang digunakan sebagai penilaian mutu kerja bagi pendidik dan institusi pengajian tinggi, namun terdapat kekurangan-kekurangan yang ketara memandangkan kebanyakan instrumen ini tidak memasukkan atribut-atribut yang dianggap penting oleh pelajar (seperti jenis atribut dan tahap 'saliency' atau kepentingannya) di dalam pengalaman pembelajaran mereka, tidak mengambilkira dinamis pengalaman pembelajaran si 'pelajar' dan telah mengeneipikan isu kapabiliti atau kebolehan pelajar di dalam menyumbang kepada pengalaman pembelajaran mereka. Satu bentuk instrumen penilaian oleh pelajar yang mengambilkira faktor-faktor ini dan melihat pengalaman pembelajaran pelajar sebagai suatu 'proses' telah dicadangkan sebagai satu instrumen yang sesuai digunakan yang memberi faedah kepada mereka yang terlibat di dalam bidang 'perkhidmatan' amnya dan pendidikan khasnya.

Introduction

Interest in the delivery of quality tertiary education services in Australia developed in the late 1980's when the government sought to manage the output of Universities. The Green and White Papers issued in 1987-88 heralded significant changes for Australian tertiary education. The then Minister John Dawkins and DEET¹ were concerned with

- economic efficiency
- creating large tertiary institutions, and
- increasing the number of graduates (Bessant and Holbrook 1995: pp. 88-89).

An outcome of these papers was the development of performance indicators for Universities that included staff performance in terms of research, publications and teaching. Ryan (1988) however pointed out that these papers neglect the highly sensitive issue of 'academic staff performance measurement'. He argued that the academic community needs to set about devising a satisfactory and generally agreed set of academic staff performance criteria. If they do not, "there is strong likelihood of another fait accompli being delivered by the Canberra bureaucrats prompted by their 'privateering' academic advisors".

¹ DEET is an abbreviation for the Department of Employment, Education and Training.

For many universities however, one criterion used to assess performance was excellence in teaching (Ramsden 1992; Eley and Thomson 1993; Marsh 1994) which was introduced as a requirement for promotion in the early 1980's - student evaluation surveys was used as the basis of the assessment. In essence, this represents the recognition of students as consumers of higher education or 'clients'.

Student's Evaluation of Programs

According to Dunkin (1990), a preliminary report published in 1988 by a working party of the Australian Vice Chancellors' Committee and the Australian Committee of Directors and Principals in Advanced Education Limited, suggested that formal evaluations by students (where students act as evaluator of teaching quality) should be adopted as an indicator of commitment to teaching of university departments. Ramsden (1991) argued that performance indicators (PI) in higher education have focused chiefly on research outputs and largely ignored the teaching function of universities and colleges. He suggested that teaching is an equally important function and should be measured through a Course Experience Questionnaire (CEQ). His reason being that such an instrument would offer a reliable, verifiable and useful means of determining the perceived teaching quality of academic units in systems of higher education that are based on British models. He points out that although several technical and political issues remain unresolved in its application as a PI, the use of a CEQ enables information about students' view of a subject and a specific teacher to be obtained. These instruments are used extensively in Australian Universities. Depending on the survey used, the evaluations are thought to be able to provide evidence of teaching ability and act as a guide to improving teaching (Miller 1988; Marsh and Roche 1993; Marsh 1994).

To date, there are a range of teaching evaluation instruments available such as SEEQ, SET, TEVAL, SETE, and IDEA². There is also a substantial body of literature evaluating these instruments (Mutohir 1987; Keane 1994; Lally and Myhill 1994; Marsh 1994). Although these instruments were said to have the ability to provide useful information if used on a regular basis, using students to evaluate teaching effectiveness has always been controversial, particularly in terms of 'diagnostic value'. Eley and Thomson (1993) point out that there have been many claims regarding the bias and invalidity of students' evaluations. They also note that questionnaire results are unreliable although these claims were not substantiated in the research literature on student evaluations. For example, it has been suggested that students tend to give lower ratings to instructors teaching a more difficult subject. This belief however, is contradictory to research finding by Centra (1977) that found no significant relationship between perceived difficulty and ratings by students (cf. Eley and Thomson 1993). In pairs of courses taught by the same instructor, the course that received higher ratings

² SEEQ is an abbreviation for The Student Evaluation of Educational Quality, SET is Student Evaluation of Teaching, TEVAL is Teaching Evaluation, SETE is The Students' Evaluation of Teaching Effectiveness, IDEA is The Instructional Development and Effectiveness Assessment.

from students was the one perceived as more difficult (Marsh 1982 cf. Eley and Thomson, 1993). Further, Eley and Thomson (1993) also cited Miller's (1987) finding that poor instructor's rating was not necessarily the result of the students' achieving lower grades. Other factors such as recency effects, critical incidence controls and situational effects are not controlled for.

The most critical statement is the suggestion that:

"students cannot properly judge whether teaching was effective until after they have experienced the need to call upon or apply the content of the course, either in future studies or after graduation. According to this suggestion, the ratings of former students, who could adopt a more reflective perspective, should differ systematically from those of students who have just completed a course. However, such prediction is not supported in the literature. The ratings given by former students as indicators of good teaching are very similar to those chosen by current students (Drucker & Remmers 1951; Marsh 1984)."

Eley and Thomson (1993: p.4)

According to Hayton (1983), the main purpose of a student evaluation instrument is to provide a source of diagnostic feedback to teachers. Subsequent research has shown that used as a 'feedback' instrument, experienced teachers were able to make significant improvements in their teaching when provided with structured feedback about their lessons (Killen 1990; Marsh and Roche 1993).

As a method of assessing a program's quality, they do have limitations. Judgements about the perceived quality of a program require knowledge about what a student expects from the program. Also judgements about quality are influenced by factors such as experience with the product category. Another factor that can impact is the performance capability of the student. A study by Jones (1988) showed that teaching assessment was related to students' examination performance. A positive and significant relationship between student grades and their rating of teaching was achieved only when the teaching is rated above average. Prosser and Trigwell (1990) found few studies that focused on:

- the relationship between students' rating of teaching
- the quality of student learning
- how the students approached their learning

are included in the evaluation forms. For the evaluation of teaching and courses by questionnaire to be valid, we would expect that those students reporting that they adopted deeper approaches to study would rate the teaching and the course more highly

than those adopting more surface strategies. Those teachers and courses that received higher mean ratings would also have on average, students adopting deeper strategies.³

This does not mean that student evaluations do not perform a useful function. As Eley and Thomson (1993: p. 4) point out

“the general rule would seem to be to use students’ questionnaires to evaluate only those facets of teaching for which they are appropriate. Students are not qualified to decide whether a course is as comprehensive as it should be (Lowman 1984). But most students know when they are learning, and are thus well placed to comment on whether teaching has effectively contributed to that learning. Highly rated teachers do tend to be those in whose courses students achieve the most (McKeachie 1979). In fact, the reliability of student ratings is often higher than that of peer ratings (Marsh 1987). In terms of recent relevant experience, students as a group observe far more teaching than anyone else on campus.”

Further, Ramsden (1992: p. 89) commented that:

“...the research findings on good teaching mirror with singular accuracy what your students will say if they are asked to describe what a good teacher does. College and university students are extremely astute commentators on teaching. They have seen a great deal of it by the time they enter higher education. And, as non-experts in the subject they are being taught, they are uniquely qualified to judge whether the instructions they are receiving is useful for learning it. Moreover, they understand and can articulate clearly what is and what is not useful for helping them to learn. The evidence from students provided in chapter 5 is perfectly convincing on this point.”

The implication is that student course evaluation can provide useful feedback as to course quality.

Designing A Student Evaluation Instrument

Even though these evaluations provide useful feedback, they would be enhanced if other factors were incorporated into the evaluation process. This means that the evaluation needs an ‘extra’ information on the aspects of:

³ This concerns with deep (meaning) and surface (reproducing) approaches used as orientation to how students learn. According to Ramsden (1992: pp.42-43), deep approach learning is concerned with whether the student is searching for meaning when engaged with a learning task (focuses on what the task is about, e.g. the author’s intention) whereas surface approach learning is the way in which the student organises the task (focuses on the signs, e.g. the word-sentence level of the text).

- identifying the type and salience of attributes that constitute the educational program from the student's 'own' perspective.
- assessing the impact of student 'education' experience on attributes considered and their salience before, during and at the end of the educational program delivery.
- assessing the impact of the student's perception of their own capabilities on attribute salience during and at the end of the program delivery.
- assessing the stability of attribute evaluations during the program delivery by the student.

This means that there are three key elements that need to be clarified and understood as they form the basis of this proposed student evaluation instrument. These are attributes, education experience and student's perceptions of their own capabilities and evaluation stability. In addition, the evaluations of the educational program delivery (via the use of course experience questionnaire) needs to be 'multiple' in nature - it could not be administered once or twice (pre- and post-evaluations) but at least three times (pre-, during and post-evaluations). Ideally, we propose that the evaluations should be conducted four times:

1. pre-evaluation (minimum or adequate expectations) of the delivery⁴,
2. during evaluation (maximum or ideal expectations) of the delivery⁵,
3. during evaluation (perceived performance or actual evaluations) of the delivery, and
4. post-evaluation (perceived performance or actual evaluations) of the educational program delivery.

Attribute identification

Attribute identification and evaluation has proved to be extremely difficult in the educational program delivery (as one type of service) as often students need to make judgement about 'acts' and there is often an absence of tangible clues. Establishing the criteria by which physical attributes are judged is easier than attributes that are experiential and symbolic in character. Apart from 'common' evaluating dimensions in the area of physical goods such as price, features, utility, availability and packaging, individual attributes are not necessarily transferable across product categories although they can be applied within the categories. A similar situation may exist in the services

⁴ this shows what is the lowest level of the educational program delivery that can be tolerated by the student

⁵ this shows what is the highest level of the educational program delivery that is ideal as perceived by the student

area. In 1985, Parasuraman *et al.* listed ten dimensions that were then reduced to five in 1988 that they consider to be applicable to many services (refer Table 1).

The results of these studies indicate that regardless of service type, customers used basically the same dimension labels (although whether the individual attributes were stable within the clusters is not known). This means that one can assumed that a) Parasuraman *et al.*'s (1985, 1988) dimensions are applicable in the delivery of an educational program (as education is classified as a 'service') and b) these dimensions may be used as a guide when designing a student evaluation survey in the preliminary stage of identifying the attributes that are specific to educational programs (a specific product category) and in ascertaining their salience to recipients.

Table 1 Parasuraman *et al.*'s Consumer Expectations Dimensions

Parasuraman <i>et al.</i>'s (1985) dimensions	Parasuraman <i>et al.</i>'s (1988) dimensions
1. tangibility	1. tangibility
2. reliability	2. reliability
3. responsiveness	3. responsiveness
4. communications	4. assurance
5. credibility	5. empathy
6. security	
7. competence	
8. courtesy	
9. understanding/knowning the customer	
10. access	

Apart from identifying attributes, the proposed student evaluation should also have the ability to examine the attributes in terms of how these attributes are evaluated at different stages during the delivery of the educational program.

Education Experience

Expectations are standard reference points individuals use to judge a product or a company's performance (Parasuraman *et al.* 1985, 1988, 1991; Oliver 1980; Patterson and Johnson 1993). If customers are familiar with the product, the assumption is that their expectations will be different to those who have had no prior experience with the product. This is because past experience with the service or a similar service, provides customers with 'expertise' (knowledge) about the service, i.e. the capability of service providers to provide a certain standard of service. In the situation of customers' expectations where they are encountering a service for the first time they may not be able to form clear expectations (Iacobucci *et al.* 1992). However, Iacobucci *et al.* (1992) refer to Cadotte *et al.*'s (1987) report that experienced consumers also found it difficult to have clear expectations of the "brand" being evaluated. This indicates that in an educational context, it may be inadvisable to assume that students who have

experienced a range of similar educational programs will have different expectations to inexperienced students. It may be that students would regard the delivery of each educational program as a unique experience and do not 'consciously carry' service delivery evaluations to the next encounter.

Zeithaml *et al.* (1993) clearly indicate the importance of experience as a factor in how customers evaluate a service in their discussion about the role of consumers' expectations and tolerance level. They argue that experienced customers are more critical and difficult to please than inexperienced customers. Citing the work of Thibaut and Kelley (1959) on "CL" and "CLalt" (i.e. consumers' "comparison level" and "comparison level for alternatives" respectively), Iacobucci *et al.* (1992) argue that in a service context, both CL and CLalt can be used to evaluate the service. This is because the basis of consumers' CL is formed from accumulated past experiences (i.e. this education program is about what I expected given my past program experiences) and CLalt is based on a comparison the consumers made with other current relationship options (i.e. this education program is good relative to the other options in the other competitive universities).

Student's Perceived Capabilities

In some service encounters, the quality of the input from the customer is a crucial determinant of the outcome (Jones 1988; Ramsden 1992; Eley and Thomson 1993; Arnould and Price 1993; Marsh 1994). The outcome of an educational program is to an extent dependent on the input of the student. Thus the students' approach to learning can impact on how they evaluate the delivery of an educational program. Prosser and Trigwell (1990) and Ramsden (1992) presented the notion that how students approached their learning impacted on their overall learning experience. Students with high capabilities adopt deeper approaches to study and retain high subject interest. This means that students with higher perceived capabilities, i.e. those with deeper approaches to learning may differ in their evaluations of a program to those who operate at a more superficial level.

Stability Of Evaluations During Delivery

During the delivery of an extended service such as the delivery of an educational program, it is possible that the processes of evaluation and re-evaluation are repeated during the delivery of the service. The fact that re-evaluation takes place infers that expectations are also being adjusted. There have been few studies that have examined the dynamics of a an extended service delivery. The study by Arnould and Price (1993)

for example showed that during a river rafting experience, consumers evaluations were not stable. This shows the importance of this factor which needs to be addressed in the designing of a student evaluation instrument.

Prototype of A Student's Evaluation

After discussing at length how a student's evaluation instrument should be, this section now describes a prototype (using tutorial class program) for the proposed design of the student evaluation touching on:

- evaluation form
- timing of evaluation
- identification of who should conduct the evaluation
- how to analyse the outcome.

Evaluation Form

As stated previously, there should be four different evaluation forms used to ideally evaluate the whole process of an education program delivery. One of the four different forms or surveys are shown in the Appendix.

a) Questionnaire layout

In terms of questionnaire layout, the first page of each questionnaire should clearly explain the objective(s) of the survey, the objectives of different sections in the questionnaire, and instructions of how to complete the survey.

If anonymity is considered important, then students can be asked to nominate their own personal identification code at the top right hand of the page (as each student has to complete four questionnaires altogether).

Preferably, a questionnaire should have separate sections as each section can then be used to achieve different objectives. In this prototype, three sections were used:

- Section A: designed to find out students' expectations and perceptions of their educational program experience on ten different dimensions labeled as E1, E2 through to E10.
- Section B: designed to find out students' expectations and perceptions of the degree they enrolled in, and

- Section C: designed to find out students' personal data e.g. age, degree year the respondent is in, his/her gender etc.
- Section S: only included in the last part of questionnaire (Q4) designed to evaluate students' perceived performance and capability of the educational program.

b) Attributes and Dimensions measured in the questionnaire

As discussed previously, educational program attributes that should be included in the student's evaluation include both tangible and intangible aspects of the delivery. As this evaluation concerns how students evaluate a program, then it should only be fair that attributes used in the evaluation should include their perceptions, ideas and expectations of various educational programs. Apart from using Parasuraman et al.'s (1985) original ten dimensions as a guide in identifying suitable attributes, attributes identified from in-depth interviews and focus groups with students' volunteers and other literature review on this matter can also be used.

For the prototype, a total of forty three attributes were identified as suitable to be evaluated which had been divided into ten dimensions labeled as E1 through to E10 (refer Questionnaire in the Appendix).

c) Scale

To provide a wide variation of response options while maintaining a relatively simple answering process, a five-point Likert scale is used in the prototype. As each questionnaire carry different objectives, the Likert scales used for each questionnaire were also different. For example, the Likert scale for Q1 that measure students' minimum expectations ranged from 1 = I find the situation totally intolerable to 5 = I find the situation did not bother me at all. The scales for Q2 (ideal expectations) ranged from 1 = not important to 5 = extremely important. Lastly, scales used for both Q3 and Q4 (actual evaluations) ranged from 1 = strongly disagree to 5 = strongly agree.

d) Questionnaire Wordings

As each questionnaire carry different objectives, the wordings used for each questionnaire were also different although the attributes evaluated were the same. For example, as the first two questionnaires (Q1 and Q2) were to measure students' minimum and maximum (ideal) expectations, the first questionnaire was worded negatively e.g. If my tutor was inappropriately dressed for class, I would feel (response required), whereas the second questionnaire was positively worded e.g. Ideally, my tutor should appropriately dressed for class (response

required). The last two questionnaires (Q3 and Q4) were designed to measure students' actual evaluations of their educational experience. Thus, evaluative statements were used (e.g. The tutor dresses appropriately for class (response required)).

Timing of Evaluation

As stated, each student would be asked to participate in a set of four survey questionnaires during the delivery of an educational program spreading over a full subject semester that covers the whole subject delivery. This is to ensure that education managers can collect exact information describing educational program processes over time.

Questionnaires establishing expectations (minimum and maximum) should be administered in the first two weeks of the session. Minimum expectations evaluations (labeled as Q1) should be administered in the first day of the first week of the subject delivery (it is essential that the administration is conducted before the subject is delivered by the educator as only then that minimum expectations can best be measured) whereas maximum expectations evaluations (labeled as Q2) should be administered in the second week of the subject delivery respectively). This is followed by evaluation questionnaires somewhere in the middle of the subject delivery (labeled as Q3) e.g. week nine of the fourteen weeks in the semester and another (labeled as Q4) at the end of the semester or subject delivery (it is advisable to administer the questionnaire on the last day of the last week).

Identification of who should conduct the evaluation

Ideally, a neutral administrator should be the one chosen and appointed to conduct the evaluation. This is to ensure that students will be comfortable and not scared in giving a frank evaluation of the education program at any time of the program delivery.

Analysing the outcome

There are many ways of how to analyse the data collected from the surveys. For example, analysis can be done to identify the type and salience of attributes that constitute the educational program from the student's 'own' perspective (via attribute ranking within a dimension or as overall ranking). An education manager can also assess the impact of student 'education' experience on attributes considered and their salience before, during and at the end of the educational program delivery. Or, s/he can assess the impact of the students' perception of their own capabilities on attribute salience during and at the end of the program delivery. Even to assess the stability of

attribute evaluations during the program delivery by the students. In addition, each questionnaire can be analysed separately to know the level of expectations (minimum and maximum) and/or actual evaluations of students experiencing a particular subject or educational program. Or they can be combined to provide a true picture of how students' evaluation may change over time. These analyses can be done to find out how an individual student evaluate a program or how students as a group evaluate the program.

These analyses can be done using statistical techniques e.g. frequency counts and descriptive analysis, correlation and factor analysis, analysis of variance and many more.

Conclusion

It is thought that by designing a student evaluation instrument in this way, we are actually examining the:

- dynamics of an extended service delivery (as a process) as represented by the delivery of an educational program. For example, a study by Arnould and Price (1993) which is one of the few studies into the stability of expectations and evaluation during an extended service encounter found a high level of instability,
- the impact of consumer's product experience on attributes and their evaluation, i.e. in terms of the students' educational experience. This is because although the role of experience has been given considerable attention (e.g. Feldman 1983; Arnould and Price 1993), it has not been extensively studied in the context of an extended service.
- the impact of client's perceptions of their capabilities on their evaluation of a service, i.e. how the students' perceive their capabilities on their evaluation of an educational program delivery - There appears to be lack of studies or no studies that examine the impact of a consumer's level of capability that is their skills and competencies in relations to the service delivered, on their evaluation (or even outcomes) of a service delivery.

The findings of the proposed design of student evaluation of their educational program will have several implications for service providers in general and particularly those in the area of education. In the first instance, since it will provide information on the stability of evaluations during a service delivery, impact of factors such as the effect of:

- product category experience on consumers expectations and evaluations
- consumers capabilities on their expectations and evaluations,

service providers (in this case, educators) will be able to take these factors into account when creating and delivering services.

Of course, this proposed design also has its limitations. For example, as a new instrument, this prototype should be re-tested and refined where ever necessary. Attributes and the dimensions used in the evaluation may change from one program to another depending on the characteristics of each individual program. Thus, before applying the prototype to a program, small adjustments may have to be made.

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Appendix

An example of the first questionnaire (Q1) measuring minimum expectations. This questionnaire was used in the first author's pilot study of the subject as part of her PhD. program.

PERSONAL IDENTIFICATION CODE:.....

PLEASE READ THIS PAGE

SCHOOL OF MARKETING

THE UNIVERSITY OF NEW SOUTH WALES

Objective of the survey

This survey seeks to examine students' expectations of their tutorial classes. The aim is to identify students' prior expectations and monitor their perceptions of one of their tutorial classes over a semester. During the semester, you will be asked to complete four questionnaires: the first at the beginning of the semester, two during the semester, and a final one at the end. This is the **first** questionnaire to be completed by you.

This questionnaire

This questionnaire has a total of three sections:

Section A is designed to find out your **minimal expectation** from this tutorial experience. As such, you are asked to answer the questions in accordance with what you expect the tutorial class will offer you and how you will react to it.

Section B is designed to find out what you expect from the degree in which you are currently enrolled. As such, you are asked to answer the questions in accordance with the minimum benefits you expect to gain on completing your degree.

Section C is designed to find out your personal background. As such, you are asked to provide information about yourself.

Instructions

Instructions on how to complete the survey will be given in each section.

***Note:** your minimum tutorial expectation is defined as the minimum level of tutorial performance you consider adequate and are willing to accept.

ANONYMITY IS GUARANTEED.



Section A - Tutorial Expectations.

Instruction: Indicate how you would feel if your tutorial experience include the following attributes on a scale of 1 to 5 (the faces). Circle no. 1 (extremely dissapointed) if you cannot totally tolerate the attribute. Circle no. 5 (extremely happy) if you love the attribute/situation. Lastly, circle any appropriate number between 1 to 5 (either 2, 3 or 4) if you can tolerate the attribute.

E1. The Classroom Quality:

If I were to experience the following classroom conditions: I would feel



i. poor ventilation, e.g. the air did not circulate properly

1.....2.....3.....4.....5

ii. poor lighting, e.g. there is no natural lighting and dim

1.....2.....3.....4.....5

iii. uncomfortable seats

1.....2.....3.....4.....5

iv. dysfunctional seating arrangement, e.g. did not allow clear view of the tutor and other teaching aids in the classroom.

1.....2.....3.....4.....5

v. nonflexible layout, e.g. table and chairs that cannot be moved according to my needs.

1.....2.....3.....4.....5

vi. a lack of teaching aids, e.g. no audio visual equipment, computer, laboratory equipment, etc.

1.....2.....3.....4.....5

vii. a crowded room

1.....2.....3.....4.....5

viii. a dirty room

1.....2.....3.....4.....5

ix. a room that did not have any window.

1.....2.....3.....4.....5

E2. Tutorial Venue:

If the classroom venue was not within a reasonable walking distance from lecture theatres and other tutorial venues in the university, I would be



1.....2.....3.....4.....5

E3. Tutorial Time:

If the tutorial time allocated was not enough to cover all class material comfortably, I would be



E4. Ambience - surrounding feeling/character of the classroom:

If I were to experience any of the following:

I would feel



i. an uninteresting class

1.....2.....3.....4.....5

ii. classmates who were unwilling to participate in class discussion

1.....2.....3.....4.....5

E5. Tutor's Nature/Characteristics:

I think if my tutor possessed any of the following characteristics:
would be

I



i. was not helpful and supportive

1.....2.....3.....4.....5

ii. was not dependable in keeping students' record accurately

1.....2.....3.....4.....5

iii. was not trustworthy (in keeping information private if requested)

1.....2.....3.....4.....5

iv. was not equitable (e.g. not able to control own prejudice and give fair evaluation of students' work)

1.....2.....3.....4.....5

v. did not show obvious passion for the subject

1.....2.....3.....4.....5

E6. Tutor's Manner/behaviour:

I think if my tutor behaved in the following manner:

I would feel



i. was not considerate to students in the class

1.....2.....3.....4.....5

ii. clearly displayed his/her preferences for specific student/s in class

1.....2.....3.....4.....5

E7. Tutor's Appearance:

I think if my tutor was inappropriately dressed for class, I would feel



E8. Tutor's Professionalism:

If I find my tutor behaved in the following manner:
would be

my reaction



- i. unable to maintain order in the class
1.....2.....3.....4.....5
- ii. unable to maintain good morale in the class
1.....2.....3.....4.....5
- iii. discouraged class discussion
1.....2.....3.....4.....5
- iv. discouraged evaluation (critique) of the subject
1.....2.....3.....4.....5
- v. was not prepared for the class
1.....2.....3.....4.....5
- vi. was not skilled and knowledgeable in the subject
1.....2.....3.....4.....5
- vii. was not competent in presenting class materials to students
1.....2.....3.....4.....5
- viii. was unable to communicate ideas effectively
1.....2.....3.....4.....5
- ix. did not give constructive feedback on students' assignments
1.....2.....3.....4.....5
- x. did not adequately structured the subject matter
1.....2.....3.....4.....5

- xi. did not provide adequate class material or notes
1.....2.....3.....4.....5
- xii. did not mark students' assignments quickly
1.....2.....3.....4.....5
- xiii. did not provide reasonable consulting hours for students
1.....2.....3.....4.....5
- xiv. did not provide students with pre-tutorial tasks
1.....2.....3.....4.....5

E9. Perceived Benefit or Outcomes of Tutorials:

If the tutorial class did not provide me with the following benefits: I would feel



- i. stimulated my interest in the subject
1.....2.....3.....4.....5
- ii. helped me to pass the subject
1.....2.....3.....4.....5
- iii. helped me to understand the subject material
1.....2.....3.....4.....5
- iv. stimulated my desire to learn outside the set material
1.....2.....3.....4.....5

Section B - Perceived degree outcomes:

Indicate how you would feel if your degree did not lead to the following outcomes:



- i. enabled you to find employment
1.....2.....3.....4.....5
- ii. enabled you to find a highly paid position
1.....2.....3.....4.....5
- iii. enabled you to have interesting work.
1.....2.....3.....4.....5
- iv. enabled you to enter high degree program, e.g. Master, PhD. etc.
1.....2.....3.....4.....5

Section C - Information About Yourself:

1. The name of your institution? Please write clearly in the space provided below.

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2. Your degree? Please write clearly in the space provided below.

.....

3. What year are you in? Please circle the appropriate answer.
Matriculation/1st year / 2nd year / 3rd year / fourth year

4. Your gender? Please circle the appropriate answer.
Male / Female

5. Your country of origin? Please write clearly in the space provided below.

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6. Your nationality? Please write clearly in the space provided below.

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If you have any comments or suggestions about the questionnaire, please use this space.

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YOUR PARTICIPATION IN THIS SURVEY IS VERY MUCH APPRECIATED.

THANK YOU